

# Literacy Team



The school/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity in literacy.

# **Literacy PERKS**

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

**LITERACY TEAM**

# PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive School wide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. -- from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a school wide literacy plan (See section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> Implementation & Impact Check Plans	<b>INT- PR, T, P, S, C, O</b> -Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview	<b>PORT</b> Portfolio Analysis
<b>CI</b> Curriculum and Instruction Documents	<b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas	<b>CATS</b> Assessment Results
<b>OB</b> Classroom &/or Laboratory Observation	<b>IEP, 504, ESS, G/T</b> -Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans	<b>SW</b> Student Work
<b>PO</b> Supply Requisitions & Purchase Orders	<b>SE</b> - Student Evaluations of Teachers and Course	<b>SYL</b> Course Syllabi
<b>CP</b> Sch./Dist. Comprehensive Improvement Plan		<b>WEB</b> School Websites
<b>TI</b> Textbook and Other Instructional Materials		<b>LP</b> Lesson Plans
		<b>PSP</b> Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** -The Nine Elements of Comprehensive School wide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.




<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b> <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <b><i>Kentucky's Literacy Plan</i></b>
<b>Aligned Curriculum</b>	<b>ACADEMIC PERFORMANCE</b> Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
<b>Multiple Assessments</b>	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
<b>Instruction and Targeted Intervention</b>	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
<b>Literate Environment</b>	<b>LEARNING ENVIRONMENT</b> Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
<b>School/ Family/Community Partnerships</b>	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
<b>Professional Development</b>	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).







<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b> <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <b><i>Kentucky's Literacy Plan</i></b>
<b>Literacy Team</b>	<b>EFFICIENCY</b> Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
<b>Valuable Resources</b>	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
<b>Literacy Plan</b>	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

## Literacy PERKS: LITERACY TEAM


<b>SIS/ Standard 7 – Leadership:</b> School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. <b>While <i>Literacy Team</i> relates to SIS/ Standard 7, the indicators below do not correspond directly to the SIS/ indicators.</b>	<b>Conditions for Reading Success (#8):</b> Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians
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LITERACY TEAM Indicator <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES	RESOURCES
<b>7.1</b> the SBDM council establishes a <a href="#">policy</a> to form a Literacy Team and to monitor its work through committee reports to the Council.		 <a href="#">Atkinson Ele. – Atkinson Story</a>
<b>7.2</b> the SBDM council establishes a strong, 6-8 member Literacy Team that serves as an SBDM committee. The <a href="#">team's composition</a> should represent the school's demographics. (A principal must serve on the Team. For additional members, select from among the following people: the school writing leader, a Library Media Specialist, an SBDM member, a student, a counselor, the school technology coordinator, a Title 1 coordinator, a Limited English Proficiency teacher, special education teachers who collaborate, and representatives from all grades or content areas.)		 <a href="#">Interviews: Lewis County</a>   <a href="#">Atkinson Ele. – Instructional Leadership Team</a>






DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> Implementation & Impact Check Plans <b>CI</b> Curriculum and Instruction Documents <b>OB</b> Classroom &/or Laboratory Observation <b>PO</b> Supply Requisitions & Purchase Orders <b>CP</b> Sch./Dist. Comprehensive Improvement Plan <b>TI</b> Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> -Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> -Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> Student Work <b>SYL</b> Course Syllabi <b>WEB</b> School Websites <b>LP</b> Lesson Plans <b>PSP</b> Program Service Plan

<b>LITERACY TEAM</b> <b>Indicator</b> <i>Provide data that indicate the extent to which . . .</i>			<b>SCHOOL</b> <b>DATA SOURCES</b>		<b>RESOURCES</b>
<b>7.3</b> the SBDM council selects the Literacy Team Leader based on the following criteria: the leader's knowledge, leadership capacity, ability to collaborate, interest, motivation, willingness to pursue further training, and commitment to providing consistent leadership over the <a href="#">comprehensive school improvement plan</a> .					 <a href="#">Atkinson Ele. – Instructional Leadership Team</a>   <a href="#">EJ Hayes – Impact from Writing Instruction</a>   <a href="#">Henry Co. – Role of a Lit. Coach</a>
<b>7.4</b> the SBDM council leverages available resources to fund the Literacy Team Leader's position and allows for flexible scheduling of the Literacy Team Leader's time.					 <a href="#">EJ Hayes – Impact from Writing Instruction</a>

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<b>7.5</b> The SBDM council directs the Literacy Team through <b>policy</b> to <ul style="list-style-type: none"> <li>• evaluate the current program using <a href="#">Literacy PERKS</a>,</li> <li>• analyze all test data, including disaggregating literacy scores by race, SES, disabilities, and gender -<a href="#">School Planning Kit</a>.</li> <li>• survey all stakeholders to gather more information,</li> <li>• research effective literacy programs (<a href="#">Literacy Instruction in the Content Areas</a>, <a href="#">Reading Next</a>, <a href="#">Literacy</a>) at similar schools,</li> <li>• <a href="#">read professional texts</a>,</li> <li>• establish common beliefs about reading and writing,</li> <li>• write, implement, and monitor a school-wide Literacy Plan,</li> <li>• coordinate professional development and facilitate study groups,</li> <li>• mentor teachers through collaborations, and</li> <li>• model effective literacy instruction.</li> </ul>		<a href="#">Literacy PERKS Booklet</a>   <a href="#">Interviews: Montgomery Co.</a>  <a href="#">Verizon Literacy Program – Early Literacy (Birth to Five)</a>  <a href="#">Early Childhood Development – KDE – Quality Self Study</a>  <a href="#">Verizon Literacy Program – Elementary Literacy</a>  <a href="#">Verizon Literacy Plan – Adolescent Literacy</a>  <a href="#">Verizon Literacy Plan – Adult Literacy</a>  <a href="#">Thinkfinity Literacy Network</a>

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<b>LITERACY TEAM</b> <b>Indicator</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL</b> <b>DATA SOURCES</b>	<b>RESOURCES</b>
<b>7.6</b> Literacy Team members' objectives are to develop a unified, balanced approach to literacy and to facilitate the school's goal of increasing the number of proficient readers and writers.		<a href="#">Literacy Team Members' Work</a>   <a href="#">Interviews: Montgomery Co.</a>   <a href="#">Atkinson Ele. – Atkinson Story</a>   <a href="#">Henry Co. – Role of a Lit. Coach</a>
<b>7.7</b> the Literacy Team establishes a common planning time and meets regularly. The Team advertises meeting dates in advance, records and collects minutes, and makes minutes accessible for public review.		<a href="#">Literacy Team Members' Work</a>   <a href="#">Interviews: Montgomery Co.</a>   <a href="#">Atkinson Ele. – Instructional Leadership Team</a>
<b>7.8</b> the Literacy Team continues throughout the duration of school need.		<a href="#">Literacy Team Members' Work</a>

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# Stakeholder Survey

## Literacy Survey for Parents

Please answer these questions as completely as possible. Your answers will be used to help us increase student achievement, so please return by October 1. This is considered an informal needs assessment. Please circle the item (a-e) that best fits for you, in each of the statements. Legend is as follows:

**a. never    b. sometimes, but not every week    c. once a week    d. 2-3 times a week    e. more often than 2-3 times a week**

1. Does your child read for pleasure?  
a.    b.    c.    d.    e.
2. Does your child read magazines?  
a.    b.    c.    d.    e.
3. Did you read to your child at a younger age?  
a.    b.    c.    d.    e.
4. Do you share information that you read with your child?  
a.    b.    c.    d.    e.
5. How much time each week does your child spend reading on his/her own?  
a.    b.    c.    d.    e.
6. Does your child write for pleasure? (For example, writing in a diary or journal, writing poetry, writing stories?)  
a.    b.    c.    d.    e.
7. How often does your child see other family members reading?  
a.    b.    c.    d.    e.

**Please answer the following questions using this legend:**

**a. Yes    b. No**

8. Do you encourage your child to finish a book that he/she has started?  
a. Yes    b. No
9. Do you believe your child has difficulty reading and comprehending on grade level?  
a. Yes, Please explain \_\_\_\_\_ b. No
10. Does your child enjoy receiving books as gifts?  
a. Yes    b. No
11. Does your child have a library card?  
a. Yes    b. No
12. Can your child read and follow a instructions manual?  
a. Yes    b. No
13. Do you subscribe to newspapers or magazines in your home?  
a. Yes    b. No
14. Do you communicate regularly with the school on your child's performance?  
a. Yes    b. No

Other Comments:

# Stakeholder Survey

## Administrators' Survey

1. What does literacy look like in your building?
2. What are your building's common beliefs about reading?
3. What is the literacy "vision" in your building?
4. What is your staff's professional development needs to support literacy?
5. What are the literacy needs of your students?
6. What interventions are in place for "struggling readers?"
7. What percent of instruction is spent on:
  - Literary reading
  - Informational reading
  - Persuasive reading
  - Practical/Workplace reading
8. What percent of time do students receive in explicit content reading instruction?
9. How often do teachers engage students as active partners in learning?
10. How many of your students are reading below grade level?

# Stakeholder Survey

## Staff Reading Survey

Please answer these questions as completely as possible. Your answers will be used to determine classroom practices in all areas and the materials used to help students learn. This is considered an informal needs assessment.

1. What seems to be the most obvious reading problem(s) of your students in the past?
2. Do you consider your classroom to have a print rich environment? Give examples.
3. Does your content area require in-class reading?
4. Does your content area require out-of-class reading?
5. Do you have content materials in your classroom on different grade levels for meeting needs of students? Please explain.
6. Do you devote time in class regularly for silent student reading? How much?
7. If applicable, do you allow students to choose books they read in your class, or do you assign them specific books to read?
8. As a teacher, what supports are present for struggling readers and writers in your classroom?
9. What do you think are barriers to students' reading success?
10. Do you want to be included on the Literacy Team for your school or delegate to a core committee? (please include your name here, if you want to be on the team:  
Yes, I want to be on the team \_\_\_\_\_

Other Comments:



# Stakeholder Survey

## Student Literacy Questionnaire – Russell Independent – High School

1. On a typical school day, how much time do you spend reading other than reading class?  
no time    less than 1 hour    1-2 hours    3-4 hours    more than 4 hours
2. How often does an adult read out loud during the school day?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
3. How often do you use a computer to do research for class work?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
4. How often do you read stories, poems, or books other than textbooks?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
5. How often do you read newspapers or magazines?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
6. How often do you spend time thinking or talking about what you are going to read before you read?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
7. How often do you spend time thinking or talking about what you have read after you read in the classroom?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
8. How often do you spend time thinking or talking about what you have read after you read outside the classroom?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
9. How often do you use a computer to read poems, articles, stories, or books?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
10. How often do you write poetry, stories, plays, or journals?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
11. How often do you write about what you read?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
12. How many books do you have at home?  
0-25    26-50    51-75    76-100    over 100
13. How often do you see your family read?  
Never    sometimes but not every week    once a week    2-3 times a week    more often
14. Are you satisfied with your reading skills? yes \_\_\_\_\_ no \_\_\_\_\_ if no, please answer #15
15. What classroom assistance would help you to improve your reading skills? Use back if necessary

# Stakeholder Survey

## Student Literacy Questionnaire – Russell Independent – Middle School

1. On a typical school day, how much time do you spend reading other than reading class?  
a. no time    b. less than 1 hour    c. 1-2 hours    d. 3-4 hours    e. more than 4 hours
2. How often does an adult read out loud during the school day?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
3. How often do you use a computer to do research for class work?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
4. How often do you read stories, poems, or books other than textbooks?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
5. How often do you read newspapers or magazines?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
6. How often do you spend time thinking or talking about what you are going to read before you read?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
7. How often do you spend time thinking or talking about what you have read after you read in the classroom?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
8. How often do you spend time thinking or talking about what you have read after you read outside the classroom?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
9. How often do you use a computer to read poems, articles, stories, or books?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
10. How often do you write poetry, stories, plays, or journals?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
11. How often do you write about what you read?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
12. How many books do you have at home?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often
13. How often do you see your family read?  
a. Never    b. sometimes but not every week    c. once a week    d. 2-3 times a week    e. more often

14. How often do your classes come to the library?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
15. How often do you go to a library or bookstore outside the school setting?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
16. When you go to the library, how often do you use books rather than the computer to do your research?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
17. How often do you use books on tape?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
18. How often do you complete a book that you are reading?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
19. Do you lose your place often when you read?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
20. Are you uncomfortable or embarrassed to read aloud in class?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
21. If I have trouble reading it is because:  
a. I lose my place      b. the words seem to move      c. I don't understand the words      d. words are hard to see      e. I'm easily distracted
22. Are you satisfied with your reading skills?  
a. yes \_\_\_\_\_ b. no \_\_\_\_\_ if no, please answer #23
23. What classroom assistance would help you to improve your reading skills?

# Stakeholder Survey

## Student Literacy Questionnaire – Russell Independent – PS

1. How often does an adult read out loud during the school day?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
2. How often do you use a computer to do research for class work?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
3. How often do you read stories, poems, or books other than textbooks?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
4. How often do you read newspapers or magazines?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
5. How often do you spend time thinking or talking about what you are going to read before you read?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
6. How often do you spend time thinking or talking about what you have read after you read in the classroom?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
7. How often do you use a computer to read poems, articles, stories, or books?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
8. How often do you write about what you read?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
9. How often do you see your family read?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
10. How often do you go to a library or bookstore outside the school setting?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
11. How often do you use books on tape?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
12. How often do you complete a book that you are reading?  
a. Never      b. sometimes but not every week      c. once a week      d. 2-3 times a week      e. more often
13. Do you lose your place often when you read?  
a. Never      b. occasionally      c. always
14. Are you uncomfortable or embarrassed to read aloud in class?  
a. Never      b. occasionally      c. always